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ABSTRACT

A practicum was designed to enhance prekindergarten through eighth grade students' standards of conduct with the assistance of parents, teachers, and the school librarian. Literature themes, discussions, and five special programs were the major components for an 8-month period. Students were encouraged to exhibit positive behaviors, and respect, responsibility, courtesy, and caring were highlighted. Values through literature themes were promoted during regularly scheduled library classes, which extended into the classrooms. The literature component arranged by grade used books, poems, read alouds, partner reading, and storytelling, discussions, dilemma situations, and self esteem and mediation techniques, along with role play and video formats. The 5 special programs (Family Poetry Night; Family Stories Read Aloud Day; Sleeping Beauty, An Urban Retelling; International Day; and Keats and Special Friends Day) involved parents and provided opportunities for all grades to participate. Analysis of the data revealed fewer incidents of behavior requiring disciplinary action. Some students were better able to settle differences among themselves and utilize techniques shared and discussed (such as "Stop, Think, Act, and Review"). Literature themes and discussions raised awareness, along with the messages in posters, signs, and quotes. Observations and teacher feedback indicated that the school climate was enhanced, and an environment of cooperation was more evident. Contains 7 figures of data and 71 references. Appendixes contain 11 materials from the practicum, including standards of conduct, attitude survey instrument, character education resources, practicum overview by grade, library bibliography, and mediation techniques. (Author/SR)

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An Independent School Library- Classroom - Parent Partnership Program to Encourage Respect, Responsibility, Courtesy, and Caring, for Students Prekindergarten through Eighth Grade

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A Practicum II Report Presented to the
Ed.D. Program in Child and Youth Studies
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

NOVA SOUTHEASTERN UNIVERSITY

1995

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PRACTICUM APPROVAL

This practicum took place as described.

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Approved:

Feb. 28, 1995
Date of Final Approval of Report

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William W. Anderson, Ed.D.

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Acknowledgment

. . . *together we are strong. . . for if one should fall, the other will lift him up.* Ecclesiastes 4

This project has been a significant part of my life for three years.

In recognition and appreciation for :

Dr. William Anderson, a mentor in professional guidance and kindness

My parents, examples of excellence and unselfish devotion

Marsha and James Fall, the warm expression *ne plus ultra* of family

Dr. Randy Hollister, a beacon of exceptional pedagogy with heart in tune

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ABSTRACT

An Independent School Library-Classroom-Parent Partnership Program to Encourage Respect, Responsibility, Courtesy, and Caring, for Students Prekindergarten through Eighth Grade. Crowther, Eleanor, 1995: Practicum Report, Nova Southeastern University, Ed.D. Program in Child and Youth Studies, Literature / Values / Character Education / Elementary / Middle School / Independent School / Parents / Library.

This practicum was designed to enhance prekindergarten through eighth grade students' standards of conduct with the assistance of parents, teachers, and the school librarian. Literature themes, discussions, and five special programs were the major components for an eight month period. Students were encouraged to exhibit positive behaviors, and values of respect, responsibility, courtesy, and caring were highlighted.

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Analysis of the data revealed fewer incidents of behavior requiring disciplinary action. Some students were better able to settle differences among themselves and utilize techniques shared and discussed, such as STOP, THINK, ACT, AND REVIEW. Literature themes and discussions raised awareness, along with the messages in posters, signs, and quotes. Teacher and parent participation in furthering the values of respect, responsibility, courtesy, and caring were important to the success of the program. Observations and teacher feedback indicated that the school climate was enhanced, and an environment of cooperation was more evident.

Permission Statement

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Eleanor Crowther April 3, 1995

CHAPTER I

INTRODUCTION

Description of Community

This independent school is located in a suburban east coast community. The community has a population of about 12,300, and is the site of county government with a total population of approximately 93,000 (Department of Economic Development, 1992). The population is mainly white, 7.2% black, and 5.8% other ethnic groups such as Asian, Hispanic, Indian, and other (United States Bureau of the Census, 1990). The county is in a piedmont region with rolling land, streams, hills, and mountain ranges. It measures 521 square miles, dotted with historic towns, villages, farms, growing subdivisions, several planned communities, and open land (Clements, 1991). In contrast there is an international airport and a number of nonagricultural businesses, numbering approximately 2,197 (The Sourcebook of County Demographics, 1992).

Figure 1 summarizes additional features that profile the county where the school is located.

Median annual family income (The Sourcebook of County Demographics, 1992)	$59,570
Registered voters:	37,681
Schools:	5 universities and colleges 4 high schools 4 middle 24 elementary 1 vocational 5 non public
Expenditures per pupil	$5,107
Libraries:	A regional system with 5 branches
Violent crimes reported, 1990: 155 Clements, 1991 (p. 202-205)	

Figure 1 County profile where school is located

Students also come from an adjacent county located in the most northeast part of the state, where it is more urban and diverse. This county extends over 394 square miles where only 5 % of the land is farm and there are some 15,877 businesses (Clements, 1991). The population is 818,584, mostly white, with 7.7% black, and 11% other ethnic makeup (The Sourcebook of County Demographics, 1992). The bustling cities of this county also include historical landmarks, museums, and other cultural opportunities.

Figure 2 outlines the county where some of the attending students live.

Medium annual family income: $71, 189 (The Sourcebook of County Demographics, 1992)	
Registered voters:	414,416
Schools:	19 universities and colleges 19 secondary 19 middle 4 combined 127 elementary 15 special education 1 vocational 3 alternative 10 non public
Expenditures per pupil:	$ 5,779
Libraries:	Regional system with 22 branches, One of which is for the visually and physically handicapped
Violent crimes reported 1990:	1,038
(Clements, 1991, p. 135-141)	

Figure 2 Profile of Adjacent County

Writer's Work Setting and Role

The accredited coeducational school was founded by a group of parents and community leaders in 1953. The founders sought a child centered environment with small classes and a core curriculum.

The present school campus is situated on eight acres within a residential neighborhood bordered by an expanse of pasture land. The buildings include a one story brick edifice, a portable unit with three spacious classrooms, and a Headmaster's two-story residence, which

once served as the original school. The brick building has 14 classrooms, a library, computer lab, fieldhouse with stage, two resource rooms, three administrative offices, business office, Assistant to the Head's office, athletic field, outdoor basketball court, and playground.

The school is governed by a Board of Trustees comprised of active business leaders, parents, and a faculty representative. A Headmaster and an Assistant to the Head assume the leadership for administration of the school, and also teach classes. There are 170 students (113 lower or primary , and 57 upper or middle) of average to higher abilities who are admitted through an application and interview process. There are 25 teachers, one class per grade, and three instructional aides. Eight teachers are for the lower or primary school, five are upper or middle school, and seven special teachers: art, music, librarian, resource, science coordinator, languages, and physical education. Other personnel include an administrative assistant, a director of development, a business manager, and a part time custodian. In addition, the school has a before– and an after–school care program coordinated by a teacher and child care provider.

A full time librarian was hired when the school library was renovated in 1990. The library soon became a center for activity, research, and storytime around the magic carpet. The mission of the

library is to support and enhance the educational programs of the school by providing appropriate material on a variety of levels and a regularly scheduled program of instruction.

The library is centrally located and accessible to all grades during each school day. It is a cheerful 20' X 40' carpeted space decorated with hand painted designs and book characters. The room has a checkout counter, book drop, the stacks, magazine display, computer area with two Mackintosh LCD II's, modem, CD player, and a separate librarian's office.

The primary roles of the librarian include collection development and maintenance, scheduled library instruction, and storytime for prekindergarten through fifth grade. Other duties include collaborative planning, research assistance, and information retrieval in a variety of formats for students and staff. Currently, the librarian oversees electronic on-line services and access by modem to the catalog of holdings of the country library system, America On- Line, FrEd Mail, Virginia's Pen, and research through a number of data bases with CD-ROM. The librarian coordinates a team of parent volunteers and student library pages. Also, the librarian provides numerous programs and special events throughout the year that promote reading and literacy to enhance the school and library visibility in the community. To keep students, parents, and staff informed of library plans and activities, the librarian prepares a monthly report. Moreover, the librarian serves as an advocate for libraries

community-wide. An effort is made to display notices of programs and activities for the school family offered by the five county library branches. The school librarian, county children's librarians, and county program director promote libraries by sharing resources and activities during the year.

CHAPTER I I

STUDY OF THE PROBLEM

Problem Description

There was a decline in students upholding standards of conduct, such as respect, responsibility, courtesy, and caring in this independent school setting (see Appendix A). The library is often viewed as a haven for activity and sharing, while other areas such as hallways, lavatories, playground, and on school buses are sites of incidents where students were not behaving in ways that reflected what Kohlberg (1987) terms universal principles or core social values (Nucci, 1989). Examples of these behavior/attitude related incidents included: talking back to teachers, excluding classmates in activities, making fun of one another, name calling, failing to honor the dress code, disregarding class/homework assignments, ignoring bus rules, disrupting classes, and defacing school property.

These incidents are not "crimes" but they represent non-compliance with the student enrollment agreement and the behavior code,

and showed a disregard for standards and attitudes that Viadero (1993) calls a moral core which may lead to more serious situations. Such incidents presented difficulties and concerns throughout the school day for administrators, teachers, students, parents, and visitors. The disruptions created an atmosphere that was non-supportive of the teaching-learning process. Moreover, the incidents caused frustrations and fragmented energies. The situation reflected what Brandt (1992) describes in a conversation with Hank Levin, where class disruptions mean "...mental energy [is] sapped, diminishing time for instructional leadership" (p.20). Consequences for students failing to meet expected standards included a reprimand, removal from class, conference with an administrator, parental notification in writing or by telephone, in–school suspension or work detail, lunch or Thursday detention, out of school suspension, probation, or finally dismissal.

From the outset, the school has considered character development as important as academic preparation. The mission statement emphasizes a nurturing environment. The statement of objective, the handbook, school brochures, behavior code, and Programs of Excellence all underscore the commitment to developing moral values and character. The handbook outlines the importance of the discussion of values, and delineates expectations through the Code of Behavior, which

is based on courtesy, consideration, and mutual respect (see Appendix B). The handbook also notes that faculty selections are made as much for personal integrity, capacity for promoting and nurturing a respectful environment as for professional ability. At a recent staff development workshop, the faculty participated in a Cognitive Styles Inventory (Craney, 1993). The results indicated a faculty that emphasized expressive, interpersonal, harmonious styles, based on group interaction. The results were interpreted to suggest a match of the present faculty make up to the mission of the school.

In addition to these important foundations to build a community of learners, there had been a number of attempts to support and encourage the spirit of respect, responsibility, courtesy, and caring. At the close of the prior year, the Headmaster called a faculty meeting specifically to address the atmosphere of the school and student behavior. He prepared a list of "hair trigger behaviors," to set in motion a standard for dealing with misconduct and led a discussion for effective ways to improve the situation. At this time it was agreed to post a copy of the Code of Behavior in all classrooms, and that each teacher would go over each point with the students. Consequences for behavior/dress code infractions were reviewed and everyone was encouraged to keep the behavior code book as a record of behaviors and action taken. Ongoing efforts to influence

and enhance prosocial behaviors included:

- Big Brother/Sister program of activities between upper school students and lower school students to foster spirit of helpfulness
- The Thursday Bulletin, a means of communicating with parents, wherein the Headmaster uses this format as a forum for discussing student responsibility to achieve excellence in an atmosphere of discipline, using applicable quotes, poems, and the like
- Elective period to provide opportunities for service
- Life skills program that has primarily emphasized sex education rather than qualities of respect, responsibility, courtesy, and caring
- Monday Assembly time to discuss with full student body the importance of these values
- Encouraging the use of printed commendations awarded to students during Monday Assembly
- Reorganization of the Student Council as a means of providing opportunities for student input and leadership
- Limit the upper school visits to their lockers during the day
- An end of year award, the Dupont Award, presented at graduation to the deserving eighth grader who demonstrates consideration and caring

Despite these and other efforts to create a well ordered environment where values are the benefits, a number of behavior incidents had continued. The students' words and actions did not always reflect being respectful, responsible, courteous, and caring. Some of the teachers have avoided confrontation with student behaviors, while others were firm and perhaps harsh. Inconsistencies in addressing troublesome behaviors may have created confusion for the students, and impeded efforts to concentrate on positive behaviors. Some of the efforts may not have been effective during a time of transition when the school had an Acting Headmaster. Also, some strategies that were used served to encourage students' creative ways for resistance, rather than working together for a solution. Kohn (1991) indicates that punishing and bribing don't work. Efforts may have been more extrinsic, where intrinsic motivation is generally believed to be more effective.

In conclusion, despite a number of active and sincere efforts, students in this independent school setting had continued to display negative behaviors and attitudes. The behaviors/attitudes required disciplinary action indicating a continued disregard for certain basic standards of conduct.

Problem Documentation

A number of sources indicate that there was a rise in the number of behavior/attitude related incidents resulting in increased disciplinary actions. Teachers' informal daily observations and comments revealed that students caused a number of disruptions in the classroom and on the playground. Teachers stated they were dealing with students being left out of games, students disregarding teacher's request for cooperation and listening, and an incident of students writing on the bathroom walls. Comments on the report cards pertaining to behavior also documented the problem. Bus drivers reported having to pull off the road to deal with student behavior. Parents expressed concern with their children's lack of responsibility for chores at home and completing homework assignments on their own.

A self study report revealed a need and recommendation to provide a curriculum that promotes an atmosphere of mutual respect. The faculty and staff participated in this rigorous, thorough study in preparation for Independent School Accreditation. In the report there were several needs listed: to expand the curriculum to include more themes of sharing, respect, consideration, and compassion; to provide additional opportunities for students to develop more responsibility and willingness to give of themselves; and to consider ways to educate parents about the

mission and philosophy of the school.

The data in the behavior code book was another source for documenting the problem. There had been a growing number of infractions of the enrollment agreement, in the behavior code, and dress code, resulting in detentions and other consequences. From 9-15-93 through 11-4-93 there were 41 detentions. In addition, recurring infractions necessitated a new lunch time detention in addition to the Thursday after–school detention. In the period 12-6-93 to 1-15-94 there were 28 lunch detentions.

The number of students on daily sheets was another verification of the problem. The daily sheet was an attempt to deal with behavior/attitude problems on an individual basis to keep all teachers and parents informed about the individual's progress. Teachers or parents can request a daily sheet for a student. It is the student's responsibility to have each teacher sign daily at the end of class. The sheets are signed by the parents, and reviewed by the administration at the end of the week. At that time a determination is made as to the need for additional disciplinary action.

Causative Analysis

There were several causes cited for the decline of students

upholding standards of conduct in the school setting as substantiated by the rise in number of behavior/attitude related incidents resulting in increased disciplinary actions. Several factors exist nationwide and apply to the local setting. These factors contribute to what Lickona (1993 a) terms ethical illiteracy (p.8) and Gregg (1993) points to as destructive changes in the social structure (p. 1). The factors that contribute to the students' misconduct and troublesome attitudes include changing family structures, lack of accountability, emphasis on materialism and self, effects of mass media, and the absence of a character education curriculum (Gregg,1993; Heartwood,1992; Kilpatrick,1993; Lickona, 1993 a). It is believed that these factors are taking a toll on youth across the country. Character is influenced by values and character shows up in conduct (Wynne,1988). Wynne believes that it is possible see students are displaying good character in their actions and how they treat others.

The American family has long been considered the means for passing along moral traditions and values (Close, 1993). In Michener's (1991) words "...the home ought to be the cradle of all values" (p. 78). There have been times when values were communicated through extended families, neighborhoods, churches, and synagogues as well (Ethics Resource Center, 1993). Today the profile of the American family and neighborhood is changing. Lickona (1991) reports that 1 out of 2 U.S.

marriages now ends in divorce (p. 31). Naisbitt (1982) marks the move from a nuclear family to a variety of family combinations. In the local setting the family make-up reflects society's wider diversity. There are "traditional" families, many of whom are two-career parents, single parent homes, and a number of blended families where divorce and remarriage bring together a blending of children. Some of the homes in the local setting include a nanny or housekeeper, who has the day to day responsibility of child care and transportation. Often the extended families have given way to day care arrangements for the children and nursing home alternatives for care of grandparents and other elderly relatives. The neighborhoods are often bedroom communities where the hours at home are limited for commuting parents. Many of these children are growing up without the advantages of adult guidance on a daily basis. Lickona (1991) relates a school survey that estimates parents have time for about two minutes of daily meaningful dialog with their children (p. 33).

Lack of accountability is another factor contributing to the decline of upholding standards of conduct. Teachers and parents may fail to act, discuss, or follow through in handling antisocial behavior. Students are often unaware of alternatives to deal with conflict situations that face them. Unknowingly, adults create a non-consequence society by failing to act (Mann, 1993). When young people are not held accountable or take

responsibility for their own actions, the negative behaviors are often exacerbated.

Increased emphasis on materialism and self also contribute to the decline in students standards of conduct. Emphasis on materialism as a measure of success sends mixed messages about a value system. Some of the students boast about the cars their families rent or purchase, and all the places they go on holiday. Students in the local setting feel the demands of fashion and style, as do young people elsewhere. In an attempt to "fit in", students are pressured to have the "right" sneakers, jeans, watches, and the like. Preoccupation with self is in conflict with the responsibilities of good citizenship in a democracy. Duyan (1991) claims "placing the self foremost is risky" (p. 13). Duyan speaks of selfishness as the root of serious problems facing our society. It is difficult for the students to think of others and take another's point of view when caught up in "me". One educator believes that the "me-ness" soon turns to "mean-ness". The power of the media is an additional cause for the problem of troubling behavior and attitudes. Students today spend many hours watching television, viewing videos, seated in front of a computer, and listening to the lyrics of rock music. Wynne (1988) points out that mass media models often show contrary values (p. 425). Close (1993) also mentions television as being filled with violence and both good and

bad moral messages. Michener (1991) is emphatic that children cannot feed on television violence without having a serious effect (p. 79).

Finally, the school had not established an all-school, systematic character/values curriculum. Promoting values of respect, responsibility, courtesy, and caring remained in what Ornstein and Hunkins (1988) call the hidden curriculum. The school espouses core values in materials about the school, and encourages that they be included within the existing curriculum, but had not made a commitment for a systematic program throughout the grades. This meant too few opportunities for the students to put the values into action, to discuss and reflect, and live the benefits.

In short, a number of students at this independent school must spend time alone or in before or after school care, or "interacting" with a rich variety of mass media formats without the benefits of sustained adult guidance. Nor had the students been accountable consistently for their own actions. Some had centered their lives on themselves and material things. Moreover, there had been occasional opportunities at school to practice and discuss the behaviors the school wished to promote.

Relationship of the Problem to the Literature

A decline in upholding standards of conduct and other examples of

unrest in school may be symptomatic not only of youth problems locally and nationally, but society's ills as well. Lamm (1993) suggests the leading indicators for American human resources, values, political, social, and economic systems are flashing a warning (p.60). Across America the question is asked: "What's wrong with these people?" (Klurfeld, 1993). Teen pregnancies, sexual activity, suicide, drug use, and gang membership are on the rise. Schaps (1990) indicates trends such as these cut across income and class lines. Violence, crime, homelessness, child abuse, greed, and dishonesty are also pervasive in our society. A recent survey reports that teachers and law enforcement officials believe. "...major factors contributing to violence in public schools include lack of supervision at home, lack of family involvement in the school, and exposure to violence in the mass media" (Community Update, 1993, p. 3). Kohn (1993) attributes problems in the schools also to the students feeling of powerlessness (p. 10). Lickona (1993a) believes young people in general, not just those from troubled families, have been affected by a hostile environment of poor parenting and the wrong kind of adult role models (p. 9). As a consequence, Brandt (1993) indicates children " end up learning about values and how to behave largely from television and their peers" (p. 5).

Our democracy has long honored translating and transmitting

values to its citizens. The founding fathers viewed education as a means for providing necessary training in those exemplary behaviors for good citizens. Today, Klurfeld (1993) points out that "...a society has an obligation to its members and to its own survival to make sure that destructive behavior has moral imperatives against it so deeply embedded that no one can uproot them or comfortably ignore them" (p. 34).

Recent news articles, television network specials, forums, conferences, state and national initiatives, and other efforts reveal a nation responding to the concern and attention of the disturbing unrest in schools from misconduct to attacks and shootings. Also, National Goal Number 6 in GOALS 2000 recognizes the need to provide a safe, disciplined, drug free school for America's students.

Certainly not all students in the local setting exhibit alarming behavior and attitudes. There are however, as Kilpatrick (1993) notes in other locales, sufficient numbers for concern (p. 14). These students have a number of advantages, yet suffer similar negative impacts of changing family and work patterns. Also, the schools earnest efforts to correct misconduct had not influenced a marked change. Kohn (1991) believes the issue is more than addressing misconduct, but rather a process of helping children become more responsive to one another (p. 500). Some

observers and practitioners believe that the root of the problem is "Johnny can't tell right from wrong" (Kilpatrick, 1993 & Townsend, 1992). The criminal defense attorney who helped author the Heartwood Program (1992) found "...young juveniles lacked the most fundamental sense of right and wrong; that they had not assimilated the basic attributes necessary for appropriate moral behavior and character (p.2). Surveys taken of school children relate their "...chief school-related concern is disruptive behavior of their classmates; and surveys of teachers indicate they have considered leaving the profession because of student misbehavior "(Kilpatrick, 1993, p. 14). The literature is full of accounts by teachers, principals, social workers, parents and others, who express concern of and determination to improve the climate of schools and student behavior.

Lickona (1988) has remained faithful in his belief that something should and can be done. In the local setting, situations and ideas for dealing with student behavior is a part of every weekly faculty meeting. Murphy (1988) and Wager (1993) report similar situations at schools and how the challenges were met in a variety of ways. Murphy relates a school's six year effort to implement a vital program based on a just community. He describes a plan using Kohlberg's theory as a framework along with workshops, circle meetings, and the establishment of a vital

student council, giving students responsibility and a feeling of ownership in the school. Wager also faced the situation head on because "teaching and learning cannot exist in an uproar" (p. 34). The accounts show that efforts for improvement can be made even in the face of adversity and diversity. Wager (1993) instituted a series of committee meetings, out of which grew ideas for developing the school's Ten Commandments, along with a system of rewards. Reports of these and other successes are important for others whose on-going efforts may need encouragement or fresh ideas.

Naisbitt (1982) and McCune (1986) predicted that some of the basics for teaching values would be taken over by the schools, due to shifts in societal values and trends in family patterns. Much of the literature supports the school's role in teaching and encouraging universal principles. The response to the alarming youth trends and statistics has been the attention and research devoted to moral education more than at any other time in our history (Kilpatrick,1993). Finally, there are those who believe that only an organized approach to the issues of antisocial behaviors and violence will work, requiring the efforts of both educators and political leaders (Townsend, 1992). Johnson (1993) believes efforts are presently hampered by the political constraints on comprehensive research for violence prevention. Gauld (1993) on the other hand,

believes it will be the American spirit, not politicians or others, who leads us to the right and honorable solution (p. 177).

CHAPTER I I I

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goals and Expectations

The goal of this practicum was to enhance prekindergarten through eighth grade students' standards of conduct, with the assistance of parents, teachers, and the librarian. Through participatory opportunities in the library and classroom with literature and special programs, students were made aware of and encouraged to discuss and demonstrate prosocial behaviors towards one another, faculty, and staff throughout the school.

Expected Outcomes

It was anticipated that during and after the practicum implementation, students would exhibit positive behaviors throughout the school. The students had opportunities to participate in activities to promote personal responsibility in words and actions. It was expected that

the students would demonstrate a respectful, responsible attitude toward self and others, follow the rules, meet responsibilities, and be helpful and caring as they interacted with others. The rationale for this project is that a disciplined, respectful environment is fundamental to the teaching-learning process and conducive to the pursuit of excellence.

Expected outcomes for the eight month practicum implementation period included:

- Seven out of 10 classes (PK- 8) would promote activities highlighting respect, responsibility, courtesy, and caring
- Ten school families would be involved in the efforts to promote featured values/principles
- Five teachers would cooperate with the librarian to encourage positive student behavior in the classroom through a variety of strategies
- Weekly entries in the behavior code book would decrease by one half from 41 detentions in an eight week period to 20 detentions.
- Results of the attitude survey instrument would indicate positive change in students' responses, showing increased consideration, fairness and, and more inclusiveness in their attitudes and perceptions.
- Students (PK-5) would interact with literature in a variety of formats and discussion component during library classes

- Students (PK-8) would have opportunities to participate in special programs sponsored by the library featuring aspects of respect, responsibility, courtesy, and caring
- Participating parents would take an active role in promoting values
- Students would have a clear idea of behavior expectations
- School climate will be improved

Measurement of Outcomes

Outcomes were measured by tracking weekly entries in the student behavior code book, including Thursday and lunch detentions for four months. The data indicated what the infractions were and how the incident was handled. It is interesting to note that the use of the behavior code book was not reinstituted in the new school year.

An attitude survey instrument was administered to students in grades four, five and seven as a pre and post-test (see Appendix C). The instrument was to assess aspects of student attitudes and reactions to respect, responsibility, courtesy, and caring (empathy). In addition, the vignettes (questions) served as a springboard for discussions during practicum implementation. In the Attitude Survey Instrument students were asked to think about and deliberate a variety of consequences and experiences and respond to given examples. It was anticipated that the

survey would measure some change over time in aspects of consideration, perspective beyond self and peers, and indicate a sense of fairness and responsibility in students' reactions.

The five participating teachers and librarian were given a packet of material. The material outlined the project, objectives and strategies. A checklist was included to help guide and simplify the observation of the students (see Appendix D). The packet included a notebook to record anecdotal records of classroom and library incidents, student reactions, behaviors, comments, and notes in regard to the project and strategies. Other supplies included: pen, pencil, markers, file cards, and an assortment of quotes, banners, and other visual aids to promote the values to be emphasized. The checklist and highlights of the anecdotal records were to be returned at the conclusion of the implementation. It was anticipated that for the librarian and participating teachers, the added journaling would augment awareness of and appreciation for promoting positive behaviors.

The parents participation in the practicum was to be recorded in narrative form. A monograph of the family stories was printed as a means to verify participation, and provided a way of sharing and validation. Moreover, the monograph is an important addition to the library collection, recognizing the vital parental involvement and significant contribution.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Solutions

There had been a decline in students upholding standards of conduct in this independent school setting. Despite a number of earnest efforts for encouragement and improvement, there were incidents where the students' behavior and attitudes were not respectful, responsible, courteous, and/or caring. Attitudes and behaviors often reflected disrespect, non-compliance with the behavior or dress codes, and a disregard for the feelings of others.

Addressing student behavior continues to be a challenge in America's schools. Educators have sought to promote the development of behavior that exemplifies both the good person and the good citizen. Efforts to focus on student conduct have been included in character education programs and curricula over the years. Chambers (1971) reviews the curricular efforts for the development of the worthy individual called moral/citizenship education (p. 141). Others refer to programs as

ethics or values education (Nucci, 1989) and the development of the just community (Kohlberg, 1987). Kirschenbaum (1992) also notes that character education history has reflected America's social history over the past 40 years (p.771). Ryan (1986) relates a number of sources that favored a return to traditional responsibilities of core American values to develop character traits that U.S. democracy needs (p. 168).

The answer to the cry for the return to traditional values has been hampered by struggles with the definition of terms, the question of "whose" values, and the issue of which value or virtues to promote. Thus, educational efforts to promote positive behaviors through character development have been varied. Programs have included values clarification, indoctrination, moral dilemma discussion, cooperative learning, service learning, and others.

Today, Lickona (1991) presses the schools to educate for intellect, literacy, and knowledge, and for character, decency, and virtue. Furthermore, Wynne (1988) declares that character shows up in conduct: "It is easy to tell when students are displaying good character: being polite, telling the truth, observing the rules, practicing diligence, keeping school grounds clean, and being helpful to others" (p. 424). A number of efforts to address behavior and/or character are summarized in Figure 3 on the following page.

- rewards and punishments
- self-esteem programs
- non-violence projects
- discussion circles
- literature strategies
- Committees to act as advocates
- parenting programs
- active student government/ councils
- conflict resolution
- code of conduct/purpose
- peace curriculum
- peer mediation
- service projects

Figure 3 Efforts to address behavior/character

Ryan (1986) predicted that success in any program or effort would not be apparent unless character education was a priority in this country. Lickona (1993 b) believes character education is making a comeback as an important movement today in education (p. 6). In addition, Kilpatrick (1992) claims that attention and the research devoted to character education is more evident today than at any other time in our history (p. 15). The Association for Supervision and Curriculum Development included character education as a major strand for the 1994 National

Convention. In addition, the Character Education Partnership has been formed and held its first national forum February,1994. News reports, news articles, books, and entire journal issues have featured character education in response to students' behavior and trends affecting youth today. A number of foundations, centers, institutes, and organizations provide guidance and character education materials (see Appendix E).

Little (1993) relates program success if schools have a plan that includes parents, strategies that promote the process of establishing a caring school climate, service projects, and a schoolwide conduct code (p.2).

Rich (1993) documents success in a program that promotes 10 megaskills emphasizing confidence, motivation, responsibility, caring, and teamwork to achieve positive results in discipline, homework, participation of families, and higher achievement scores.

The Josephson Institute promotes six pillars of character: trustworthiness, respect, responsibility, justice and fairness, caring, and civic virtue and citizenship, through a variety of strategies and programs. Likewise, the Community of Caring develops five core values: care, respect, trust, responsibility, and family.

Leming (1993) sums up school-based research of what works and what doesn't work in character education programs in Figure 4. Massey

(1993) on the other hand, believes that neither the moral dilemma

What works:

- moral dilemma discussions (limited)
- cooperative learning
- classroom climate that promotes respect
- clear expectations, shared governance
- support for appropriate behavior

What doesn't work:

- values clarification
- traditional standard curricula and
- moralizing by teachers (p. 16)

Figure 4 Results of character education efforts

techniques or values clarification were proved to influence student behavior (p.4).

One program that has been successful in its efforts is The Child Development Project in California. While recognizing common reservations held about teaching values, Kohn (1990) details the positive elements embodied in the CDP project:

- integrated into regular curriculum
- commitment rather than bribes or punishments
- power of discourse fitted to cognitive development

- student interaction through pairing
- overall involvement to promote ownership in the process.

Other programs such as Heartwood emphasize values through literature. The Jefferson Center utilizes themes and the decision making model to help students solve problems and resolve conflicts. Others see merit in day to day efforts by praising students verbally and in writing for exhibiting acceptable values and following the rules. Benninga (1988) believes efforts in the subject areas such as history and literature encourage students to modify their behavior and look to the heroes of the past and present as role models. The literature indicates the need to include opportunities for the students to practice, experience, and reflect on the responses in their lives.

Leming (1993) urges that in order to avoid mistakes of the past, essential elements for effective programs are: curriculum, consensus, commitment, comprehensiveness, competence, continuity, community, caring, and critique. Furthermore, Leming views Lickona as the definitive work in the field (p.31). Lickona (1991) suggests effective strategies to incorporate in any character education program: study an issue, provide discussion and time for debate, use literature, oral histories, guest speakers, and themes.

Reports of these and other programs call for a unified effort of

home, school, and community. Success is often credited to the climate of the school, and/or attributes of the teachers, as well as for specific strategies employed. Also, efforts to improve student conduct and address alarming youth trends are viewed as a continual process, for changing, evolving, and becoming, rather than a finished product with a clever prescription for a short term ill. Critics caution against oversimplification of strategies and the need for deliberate interventions (Lockwood, 1993). Many initiatives urge integrating character education programs into the existing curriculum, helping teachers perceive opportunities within the classroom and provide tools for students success academically and socially. Often the programs stress the importance and need for teachers to believe in the success of their students and to maintain high expectations. Huffman (19993) concludes that education for character must pervade all aspects of the school (p. 25). Considering the challenge for the local setting, this practicum will develop a library, classroom, and parental partnership using literature and special program strategies.

Description and Justification for Selected Solution

The solutions to improve students standards of conduct with the

assistance of the librarian, teachers, and parents, included two main components: literature and special programs/ events. The literature component was arranged by grade and used books and poems in read aloud and partner reading, and storytelling formats; discussion, dilemma situations, and self esteem and mediation techniques in story, role play and video formats. There were five special programs/events that involved all students in the school during the practicum implementation period (see Appendix F). The rationale is that elements of character education programs will "...help reduce negative student behavior, improve academic performance, and prepare young people to be responsible citizens (Berreth, 1993, p. 8)."

Roffman (1992) asserts that the independent school is an ideal setting with small classes and has the flexibility to dare to test new ideas for students' personal growth (p. 11). Leming (1993) believes that small schools with small classes increase the chances for success in character education programs. The school is viewed as "the logical place...a powerful forum" (Ellis, 1991, p. 284) for the development of character and the basis for promoting positive behaviors. Michener (1991) claims the school as the legally established agency "to teach the child knowledge, skills, and values for successful life" (p. 78-79) and the school touches children on a regular, sustained basis.

For this practicum, the library was a logical site to begin additional efforts of improving standards of conduct through a systematic program of strategies included in other character education initiatives. The library has been established in the school as a place that enhances all facets of the school program. In a school brochure the welcome to the school is described by the inviting warmth of the library. The Headmaster characterizes the library as a respectful place of learning, and a focus of activity for the whole school. The various practicum strategies were chosen for the library setting on the premise that

- literature is a natural format
- involving teachers and parents ensures a more comprehensive approach
- parental support has been strong in the past
- utilizing established library schedule increases continuity, decreases classroom disruptions
- there is an established climate of caring
- flexible schedule for accomplishing goals within realistic implementation period

The librarian planned and carried out elements of the practicum strategies with the assistance of teachers and parents. Teachers posted various signs, quotes, banners, messages, and pictures in the classroom that further promoted the values of respect, responsibility, courtesy, and

caring. Brooks & Kann (1993) suggest connecting the value words to student behavior, forming an advertising campaign for highlighting desired values (p. 20).

Teachers observed and briefly noted students' behaviors. Also, parents were asked to record and share family stories— the oral histories (of themselves and/or relatives) that have been passed along to children in the oral tradition to heighten family awareness of important guiding principles/values. Teachers and parents took active roles in the special programs/events during the implementation period.

The practicum utilized elements from several programs (see Appendix G). The goal was for students to exhibit positive behavior throughout the school as a result of these strategies. Through quality literature experiences as a common ground, a common reference point, students were expected to become more aware of and sensitive to experiences and feelings of others, and be able to compare these to their own experiences and feelings. The seven classes featured monthly themes and utilized appropriate literature to augment the themes during regularly scheduled library classes. Each grade featured specific authors/series (see Appendix H). Corresponding books from the collection were displayed and encouraged for student check out. These books are included in the library bibliography (see Appendix I). There were

opportunities to discuss, deliberate, and think about difficult choices, dilemmas to promote personal responsibility for student words and actions. Self-esteem building strategies (see Appendix J) helped demonstrate respect for self and then respect beyond self. The following further details the literature effort, discussion/dilemma elements, special programs/events and family stories.

If there is truth in: *You are what you read*, literature is indeed a powerful means in the growth and development of children. Chambers (1971) claims that good literature can exert a positive influence on young readers by fostering the development of a set of worthy values (p. 141-142). Some say that our literature holds our moral wisdom and serves as a moral compass (Ryan, 1986). Coles (1992 a) puts faith in the power of literature and the arts to change lives. Thus, the literature component was a priority to achieve practicum outcomes: a way for students to internalize values and help move them beyond an ego-centered existence to a world beyond themselves. A number of character education programs use folktales, legends, heroes, biographies as classic mediums for direct instruction (Heartwood, Child Development Project and others). Fuchs (1984) praises the value of reading and the rich resources to be found in children's literature. These are the resources that provide a means to explore and compare values, understand conflicts, and supply an aspect

of comfort as well (bibliotherapy). While the roles of literature in children's lives may vary, self-understanding, self actualization, and social responsibility may be some of the most positive outcomes (Hade, 1993).

In conjunction with the literature component, the practicum included important discussion/dilemma elements as an integrating approach to the discussion of values: respect, responsibility, courtesy, and caring. If the sharing of literature is limited to reading aloud, children will fail to acquire critical insights and perceptions (Chambers, 1971). Chambers explains this is not a way to remake the character but a way that uses discussion as an effective tool to increase awareness of self and the world, including the world of diverse ideas (p. 148). Furthermore, Chambers describes a study that finds the mere exposure to stories read aloud to adolescents did not bring about any apparent change in attitudes but discussion techniques were necessary if students were to gain insights and sensitivity (p. 147). Glasser (1969) is more specific, calling for honest discussion in a non punitive, open environment, otherwise the values will just be "words" to children (p. 192). Ohanian (1993) claims, "discussing a good piece of literature can do much more to help kids grow in interpersonal relationships than can lectures and discipline plans" (p.60). Based on this premise, through strategies with appropriate literature, discussion and dilemma situations, and mediation techniques, it

was anticipated that the entries in the behavior code book would decrease (see Appendix K). Glasser (1969) sees honest discussion as an alternative to preaching and threats to curb certain behaviors and a way to teach children to live in which they have less need to lie (p. 186,190). It was anticipated that these experiences would be a foundation for prosocial words and actions. The discussion module was:

1. read and decide issues and possible choices
2. hear everyone, withhold judgment
3. brainstorm how situation could be changed, prevented
4. make inferences; no "right or wrong" elements
5. shift focus to local setting, compare who, what, where, when, how, why
6. role play
7. debriefing, formulate questions to frame final discussion

(elements taken from Pereira, 1988)

The discussions, and the use of small groups or discussion circles, enable the teacher to see literature through the students' eyes (Sowder, 1993). Kilpatrick (1992) is mindful that "character is not about skill in debate but the kind of person you are (p. 91)."

The dilemma techniques used in conjunction with discussion was taken from an Ethics Resource Center resource called What Should You

Do? and the practicum survey instrument. What Should You Do? is a videotape of five dramatized discussion starters in story format for grades 4-6. The program also includes a teacher training videotape and a Teacher's Guide. The five stories relate to values such as integrity, honesty, fairness, responsibility, kindness, and compassion, part of the thrust for this practicum. The goals of the dilemma technique component include:

- to help students perceive choices in behavior and actions
- to help students become aware of values in their daily lives
- to help students develop behaviors that reflect respect, responsibility, courtesy, and caring

The dilemma format included pre- and post- videotape viewing discussion, follow up activities, and opportunities to connect with students' own environment.

The premise for the special programs/events in the library is that this was a way for students to be active participants in their own learning. Moreover, Barron (1991) warns that library collections without programs are warehouses (p.47). The programs made it possible for classes to cooperate and work together, providing interdisciplinary opportunities. The events involved the whole school, to enhance the feeling of community. Townsend (1992) proclaims this as a way "...to become a community of people who learn and play and make decisions together" (p.

501). The programs also helped culminate the literature efforts, showcase learnings, share, and put values into action. The events were a chance for students to demonstrate respect for others' efforts, take responsibility for a part, and follow through as a member of a team.

Seven school families prepared and shared family stories as a way to assume an active role at school. Sharing family stories is a concrete way to enlist the help of parents. Larrick (1972) reminds that parents invariably ask how they can help; and their influence is further acknowledged through stories they choose that "...establish values without preaching or hammering home a lesson" (p. 4, p.133). Townsend (1992) confirms that a smart values programs involves parents (p.33). Mann (1993) relates that the Josephson's Institute of Ethics program recognizes that any values program must involve parents to demonstrate to their own children what's important and what's right and wrong. Wager (1993) points to the success with parents as partners and tapping the "root system of traditional American values" (p. 37). Involvement in practicum strategies were a way to help parents understand the purpose, goals, and specific elements of the project.

Romano (1993) extols the important influence of family stories for children. Besides passing along values, Short & Pierce (1994) relate "stories that family members tell each other about past and present

generations create a rich heritage and sense of history and place for children" (p.404). Stories have great power to take us to new places and provide introductions to family members never met. Rosemond (1993) calls the sharing of family stories a proactive approach to transmitting values. Rosemond says that sharing family stories works "...because they appeal to the imagination, which is a child's most potent means of relating to the world [and] that the lessons of these tales become deeply embedded in [the] child's mind" (p. 34).

The parents were also given a packet of materials. Their packets contained the goals and objectives of the practicum, information about family stories, and sources for family stories.

In sum, the design of the practicum intervention included monthly themes promoted through literature during library classes for prekindergarten through fifth grade. The literature component included meaningful follow up with discussions and dilemma situation, self esteem strategies and mediation techniques. The special events/programs held every month for five of the eight months and were important elements of the practicum implementation strategies. The programs were a way for all grades to take an active part in the library focus on standards of conduct. Participation in the special programs/events was especially important for the upper school (grades six, seven and eight) since they do not have

regularly scheduled library classes.

It was expected that as a result of the practicum, the school climate would be enhanced and that infractions of the dress and behavior codes would decrease. In addition, the expectation was that students would be more responsible, honor themselves and others. Students were expected to use strategies to diffuse potentially disruptive behaviors and situations. The strategies were intended to help raise students' awareness and foster the language of a caring atmosphere. It was intended that students would be able to "walk the walk" and "talk the talk" of respect, responsibility, courtesy, and caring.

Report of Action Taken

The practicum to encourage respect, responsibility, courtesy, and caring for students in prekindergarten through eighth grade classes in an independent school using a library-classroom-parent partnership took place over an eight month period. A Calendar Plan was set for the eight months implementation that outlined all activities and programs. The planning for the five major programs took place during the first month of implementation. The Attitude Survey Instrument as a pre-test was administered at the outset, and as a post- test at the conclusion of the

literature activities.

Collaboration with teachers, the observations, and record keeping was an on going effort. The five classroom teachers and the seven participating parents were given packets of materials outlining the project, goals, objectives, and a checklist to guide observation at the outset.

The literature strategies and discussions for prekindergarten through fifth grade classes took place in the library during regularly scheduled library classes in the initial months of the practicum. Some lessons were deferred until the concluding months due to a change in the writer's responsibilities. All of the special programs: Family Poetry Night, Family Stories Read Aloud Day, Sleeping Beauty, An Urban Retelling, International Day, and Keats and Special Friends Day took place during the first four months of practicum implementation. During the fifth and sixth months, the family stories were compiled, printed and assembled in booklet form. The booklets were then presented to the participating parents during Back to School Night in the seventh month of the practicum. One copy of the family stories was kept for the library collection. The bibliography of school library resources highlighting the themes of respect, responsibility, courtesy, and caring were prepared during months five and six, and given to the teachers at the conclusion of the practicum. Teachers also shared anecdotes and observations during

the final month of the practicum. Materials from various character education centers, such as posters, quotes, signs, and messages were visible in the library, hallways, and in various classrooms during the eight months implementation.

CHAPTER V

RESULTS, DISCUSSION, AND RECOMMENDATIONS

Results

Prekindergarten through eighth grade students in the independent school setting were exhibiting behavior and attitudes in class, on the playground, and on the school buses that required disciplinary action. Library and classroom strategies were instituted to encourage positive behaviors and increase awareness of respect, responsibility, courtesy, and caring. The strategies included special programs, literature activities, and discussion opportunities.

As a result of practicum interventions, there were opportunities for students to reflect in an atmosphere of courtesy and caring. Students were observed as being more responsible and respectful and fewer incidents of behavior requiring disciplinary action were recorded for those participating in the practicum. The actual outcomes are as follows:

- It was expected that seven out of ten classes (PK-8) would promote activities highlighting respect, responsibility, courtesy,

and caring.

The seven classes, PK through Grade 5, did promote activities highlighting the themes during regularly scheduled library classes and extended into the classrooms as well. Literature themes utilized library resources with books, stories, poems, read alouds, storytelling, partner reading, discussions, dilemma situations, role play and video formats. Literature experiences were further related to posters, signs, and quotes throughout the school.

- It was also expected that ten school families would be involved in efforts to promote featured values of respect, responsibility, courtesy, and caring.

During the practicum implementation only seven families were able to be actively involved in the Family Stories effort to promote the highlighted values. The seven families presented their family stories during the special program on Read Aloud Day. Many school families demonstrated their support of the practicum by their attendance at the various other special activities such as the Family Poetry Night and helping during International Day.

- Five teachers were expected to cooperate with the librarian to encourage positive student behavior in the classroom through a variety of strategies.

The five teachers did cooperate with library efforts to promote positive student behavior. The teachers were aware of the featured values and included themes in classroom readings and activities. The teachers shared their observations and posted examples in the classrooms of respect, responsibility, courtesy, and caring. Teachers recognized students' efforts in these areas with verbal and written praise and through commendations in assembly.

- Weekly entries in the behavior code book were expected to decrease by one half from 41 detentions in an eight week period to 20 detentions.

The weekly entries decreased by more than one half during the practicum implementation. During the first eight week period, there were 20 detentions, with 11 of those students from classes who were taking part in the practicum.

- Results of the Attitude Survey Instrument were expected to indicate positive changes in students' responses, showing increased consideration, fairness and more inclusiveness in their attitudes and perceptions.

This outcome was not met. The results of the Attitude Survey Instrument did not indicate positive changes or more consideration and inclusiveness. It was not possible to see any correlation between the pre

and post test results, or any changes in behavior from the students' responses on the survey. However, the survey instrument was useful as a discussion tool.

- Students PK-5 were expected to interact with literature in a variety of formats and discussions during library classes.

The students in prekindergarten through fifth grade classes actively participated with literature experiences followed by discussions during regularly scheduled library classes.

- All students PK- Grade Eight were expected to have opportunities to participate in special programs sponsored by the library that featured respect, responsibility, courtesy, and caring.

During the practicum all students had the opportunities to take part with these highlighted values. All classes were encouraged and invited to participate in the five special programs: Family Poetry Night, Family Stories Read Aloud Day, Sleeping Beauty, An Urban Retelling, International Day, and Keats and Special Friends Day. The special programs added diversity to the practicum strategies and made it possible to include all grades.

- It was anticipated that participating parents would take an active role in promoting values.

The seven parents who took part with the family stories verified their active support by their willingness to share their time and talents. Their affirmations verbally and with written notes about activities taking place in the library recognized their active role. In addition, parents asked for more information about the STAR program to help with situations at home.

- Students were expected to have a clear idea of behavior expectations.

As the practicum progressed, students were more aware of expectations in terms of respect, responsibility, courtesy, and caring. The themes were "everywhere", in visual reminders and the library activities. More teachers were making an effort to model the values, and to discuss them regularly. Having the behavior code prominently displayed, provided a ready reference and reminder. Fewer entries in the behavior code book also indicated that students were more aware of expectations. It is interesting to also note that the behavior code book was not reinstated in the beginning of the new school year.

- Finally, it was expected that the school climate would be improved due to practicum strategies.

Teachers, staff, parents, librarian, and others observed that overall students were willing to help one another, and take more active roles in such areas as keeping rooms and halls tidy. With more opportunities to

participate and cooperate together as in the special programs, there were specific chances to see the themes in action. Other efforts taking place within the school reinforced practicum efforts and together improved the overall school climate.

The following data further documents the outcomes. The weekly entries in the behavior code book were tracked over a four month period. Eight out of ten students who were taking part in the practicum had lunch detention during March. In April, three out of the ten students taking part in the practicum served lunch detention. In May, of the twenty students who had lunch detention, none were students involved in practicum activities. In June, eight students had detention, of which two were participating in the practicum. In sum, in the first eight week period there were twenty detentions, out of which eleven were participants in the practicum. For the other eight week period, of the twenty-eight students serving detentions, two were involved in practicum activities. Therefore, overall detentions decreased, with fewer students serving detentions that were participating in the practicum.

The practicum Attitude Survey Instrument data is summarized in Figures 5, 6, and 7, below. For example, for Question No.1, one person in the class chose the favored answer on the pre-test and one person chose the favored answer on the post-test.

GRADE 4: 11 students

Question No.	Pre-test	Post-test
1	1	1
2	8	7
3	2	4
4	1	6
5	2	2
6	3	1
7	4	2
8	8	3

Figure 5. Grade 4 Attitude Survey data

GRADE 5: 19 students

Question No.	Pre-test	Post-test
1	5	6
2	14	12
3	6	8
4	4	2
5	10	6
6	4	4
7	6	9
8	4	7

Figure 6. Grade 5 Attitude Survey Data

GRADE 7: 16 students

Question No.	Pre-test	Post-test
1	5	4
2	9	6
3	3	2
4	1	0
5	9	7
6	2	4

7	4	4
8	1	4

Figure 7. Grade 7 Attitude Survey data

Discussion

Throughout the practicum there were visual signs of the themes being promoted with book displays, posters, signs, quotes, self-esteem cuddly bear, and other messages from a variety of sources such as the Jefferson Center for Character Education, and the Ethics Resource Center.

Family Stories Read Aloud Day was a rewarding experience for audience and participants. The families' enthusiasm and willingness to participate were powerful forces for the support and exemplification of the values being highlighted. The variety of styles and approaches for presenting made for a lively day. Children's questions demonstrated attention and compassion for stories that were shared. One class illustrated events in the story they heard, others wrote letters to the speakers. Several parents urged that family stories be included in next year's library program. One parent came to the library requesting material on the Jefferson Center STAR program. She explained that her son told her that he had not been a STAR, and forgot to follow the steps: Stop,

Think, Act, and Review. She was pleased that her child had been given a suitable way in which to respond to situations that faced him.

All family stories and pictures are assembled and bound in a booklet, entitled Families + History = Us, Today, and is part of the library collection.

Five teachers agreed to expand the library effort to promote the values of the practicum. Teachers were overheard using the language of encouragement, and recognized it among the children, as well as modeling the values. It was apparent in visiting the classrooms that respect, responsibility, courtesy, and caring were being promoted:

- Units on friendship, friends
- Special friends awards
- A wreath of caring, showing the joining of hands of all class members
- Multicultural units with interactive bulletin boards
- Kindness bell to be rung when caring acts were seen and heard

The participating teachers noted children helping one another, choosing partners readily, and willingness to help one another read. One teacher remarked, " I have noted throughout the year that from Kindergarten through Grade Two the students seem much kinder to one another. They share more readily, take great concern over others being

hurt, and try to comfort others when they are sad".

Of note was the willingness of a teacher to carry out a Holocaust unit with a middle school class during the practicum implementation. The librarian and the teacher were able to take an educator's tour of the Holocaust Memorial Museum in Washington, DC, and each took classes to the Daniel's Story section, and combined classes afterwards for discussion. The art teacher joined in the culminating activity of the Holocaust unit for the tile project, and helped students illustrate ceramic tiles that were fired, similar to the wall of tiles at the Holocaust Memorial.

In retrospect, the Attitude Survey Instrument was more effective in generating questions, encouraging discussion, and providing the springboard for examining dilemmas and choices. The data showed mixed results. There were questions of interpretation and varied levels of understanding among grades four, five, and seven. Some children had questions about the questions throughout the administration of the survey. In collating the data, it was evident that a few students left questions unanswered, some marked the same number down the page, and some wrote in their own responses in the margins, rather than selecting the form's choice. It appeared that some students could not put their "feeling ideas into a box." Questions about friends indicated support of friends above the value being promoted. The results appear to show as

others have indicated: "We know the good, but do not always do the good". Hammond (1994) relates similar results from a values questionnaire: "...students are overwhelmingly loyal to friends...and are confused how to respond to conflicts among values (p. 5)."

Students PK through Grade 5 interacted with a variety of literature formats and took part in discussions to expand the stories and poems. The pleasure of reading is often its own reward. Readings aloud, partner work, and various activities such as art and music, and role playing provided for different learning styles and developmental stages while building on themes of caring, respect, and responsibility.

The Ezra Jack Keats activities expanded with the receipt of a grant from the Keats Foundation and the efforts of the classroom teacher, assistant, and the parents. In PK books were taped, taken home in a Dreams Bag for sharing with family, and a chair was assembled by the class from a kit to reflect Peter's chair from one of the book selections.

The Holocaust unit was also a rewarding experience and worth the investment of energy and emotion. The study culminated with the reading of the book by the same title and a visit to Daniel's Story, the children's section at the Holocaust Memorial Museum in Washington, DC. The guide at the museum remarked: "These students are the best prepared and informed of any group of school students we have had so far". The

fourth grade students reflected in their journals in powerful ways. Some of the entries included these observations/feelings:

- "I am mortified at what happened."
- " I felt hurt that anybody could try to wipe out an entire people with one swipe."
- "I was so shocked that a potential madman could get so many people to do his dirty work ."
- "The guide said the building was supposed to make you uncomfortable, but it was even worse for me because I'm claustrophobic."

The various special events were well received. Poetry Night was enthusiastically supported with an audience of over seventy children and parents. The Family Stories continued the home-school connection with the highlighted values. Pleasures were evident in the presentation of the family heritage memories by parents. One parent remarked that the event gave her family an added incentive to be in touch with a special uncle. Now the family has the uncle's voice and story on tape. Sleeping Beauty was a unique puppet presentation. The props, costumed characters, and music brought the children into the event immediately. The carefully crafted plot was done with humor to address selfish behaviors. The children described International Day as "neat, delicious, a time to eat and

see other cultures". This was an additional opportunity for all classes in the school to showcase studies, and create culminating activities to review and share knowledge. The day's success depended on everyone's participation and willingness to be part of a team. Interdisciplinary efforts across the grade and subject lines celebrated diversity and encouraged understanding for a global world. The spirit of understanding and cooperation was evident in events such as: panning for gold, face painting, hut building, a sidewalk cafe complete with a tam-fitted preschooler doing portraits on request.

Parents demonstrated their support by their attendance at special events, presenting family stories, and their expressions of gratitude in writing to the librarian for practicum efforts.

The printed messages on posters, signs, and stars around the school made values of respect, responsibility, courtesy, and caring part of each day. These visible signs provided accessible points for discussion. When the writer was on playground duty the seventh month of implementation, a second grade student came running up to inquire: "Now what do I do after Stop and Think in the STAR way?".

Overall, the climate of the school was enhanced. The level of awareness for expectations and the importance of modeling the desired behaviors were important to the success of the program. The various

strategies helped create an environment of cooperation.

A number of serendipitous events took place during the practicum implementation. A group of the students from the school heard Zlata Filipovic read from her Bosnian diary at a nearby university. The first Character Education Partnership Conference was held, February, 1994. The U. S. Congress proclaimed the first Character Counts Week, October 16-22, 1994. The 1994 Professional Day Conference for the Virginia Association of Independent Schools had the theme: "New Paradigms, Enduring Values", including latest initiatives in character education.

Recommendations

In order to" educate the heart" the school and home must remain in partnership. To encourage respect, responsibility, courtesy, and caring, it is important to have values as part, not separate from the entire curriculum. The values need to be highlighted with these and other strategies to show students that values remain important, and make it an on going effort. Some of the strategies could be incorporated into the life skills program at the school. It is recommended that the discussion components of the practicum be expanded. The students demonstrated interest in questioning and discussing many conflicts they have in their

lives. The role playing strategies were helpful in allowing students to get outside of themselves in a safe forum with their peers. The librarian could bring in additional speakers, other role models to talk about their jobs and how they balance successes and choices they make, with important principles.

Dissemination

Dissemination of the practicum began with the publication of an article by the writer in a publication of independent schools in the state, Vision, (Crowther,1994,). An independent school counselor in the state who read the article made arrangements to meet with the writer in order to incorporate some practicum strategies in her guidance program. Too, portions of the practicum have been highlighted in the school weekly bulletin and newsletter. Plans are presently underway to share/ summarize/ highlight the practicum in Community Update, the Ethics Journal, a publication of the Ethics Resource Center, and the CEP Newsletter, of The Character Education Partnership, Inc.

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APPENDIX A

STANDARDS OF CONDUCT

Appendix A

Standards of Conduct

Standards of conduct encouraged through the strategies of this practicum included:

- **respect**— regard for self, others, and property
- **responsibility**— accountability for self and responding to the needs of others
- **courtesy**— demonstrating consideration for others
- **caring**— empathy, demonstrating sympathy and understanding for the needs and feelings of others

APPENDIX B

CODE OF BEHAVIOR

Appendix B

Code of Behavior

Students:

- exhibit respectful and courteous behavior at all times to all people
- conduct themselves in an orderly fashion on school property and during school functions
- respect school property and the property of others
- dress appropriately and within the guidelines of the approved dress code
- control their actions and accept the consequences of their behavior
- be punctual to class and to other appointments
- come to class prepared and submit assignments on time
- walk quietly when in the school building so as not to disturb other classes
- keep lockers and desks neat and orderly
- help keep the classroom, hallways, and playgrounds free of trash and litter
- adhere to any special rules announced by the faculty and administration that are included in the handbook
- be honest and accept responsibility for their actions

APPENDIX C

ATTITUDE SURVEY INSTRUMENT

Appendix C

Attitude Survey Instrument

(Grades 5 through 8)

Directions:

Your name will remain anonymous

Write the date here: _____

Read each of the following situations to yourself. **Circle** only one number on the line for each situation that best describes you and your personal response to the situation. There are no "right or wrong" answers.

1. Mallory is hurrying to get to class on time. She sees a kindergarten student crying along the way. Mallory stops to help even though she realizes the bell will ring and she will get an after-school detention. Mallory is

1 2 3 4 5

not at all like me somewhat like me a lot like me

2. Ben's younger brother's bicycle was stolen from the driveway late one night. The next day Ben found a wallet on his way to work with identification, credit cards, and money. Ben took the money and bought his brother a new bicycle. Then he called the owner of the wallet and made arrangements to return it.
Ben is

1 2 3 4 5

not at all like me somewhat like me a lot like me

3. Your friend Tom needs to get better grades on his next report card. Otherwise, his parents will not allow him to go with you to a concert. On the way to school one morning, Tom tells you that he hasn't completed the English homework, that you spent four hours on the night before. You tell him he will have to do the work himself.
This is

1 2 3 4 5

not at all like me somewhat like me a lot like me

4. Later that day you see Tom copying someone else's English homework. You decide to mention it to the English teacher.
This is

1 2 3 4 5

not at all like me somewhat like me a lot like me

5. A new student from England comes to your school. You find out that at her other school she had to wear uniforms. The other kids thinks she's a geek because she doesn't have very many neat clothes. You tell the other kids about the uniform requirement at her previous school.
This is

1 2 3 4 5

not at all like me somewhat like me a lot like me

6. Your school recycles paper. You have to clean your locker during a locker check, because all your notebook papers are piled up in the bottom of your locker. You'll miss your elective class if you don't hurry. You just bury all the white paper in the bottom of the trash can instead of sorting it for recycling.
This is

1 2 3 4 5

not at all like me somewhat like me a lot like me

7. Jackie's telephone rings. In the rush to the phone she notices her mother struggling with the other young children. Jackie has been waiting all evening to talk to her friend before the friend leaves on vacation. They won't be able to talk later because it is already late. Jackie explains her family situation to her friend in order to help her mother.
Jackie is

1	2	3	4	5
not at all like me		somewhat like me		a lot like me

8. You are working with three other students on a social studies project. Jim sits at the computer and plays a game while the rest of the group finishes the project. When your group presents to the class, all four of the group get an A for the project. You do not mention Jim's lack of participation.

1	2	3	4	5
not at all like me		somewhat like me		a lot like me

APPENDIX D

TEACHER CHECKLIST

Appendix D

Teacher Checklist to Guide Observation

NAME_____ DATE_____

Check on a continuum:

OFTEN SOMETIMES RARELY

X_____X_____X

STUDENT:

1. listens when peers are talking

X_____X_____X

2. smiles to encourage others

_____

3. listens to teacher in class

_____

4. says thank you , please , I'm sorry, excuse me

_____

5. returns library books on time

_____

6. offers to help others

_____

7. raises hand to be recognized

_____

8. includes others in activities

_____

9. takes care of school supplies

X_____X_____X

10. waits turn in line

X_____X_____X

11. talks positively about self

_____

12. opens, holds door for others

_____

14. blames others for actions

_____

15. keeps hands to self

_____

16. stays in proper place while working

_____

17. keeps desk/area tidy

X_____X_____X

18. other areas of observation:

_____

APPENDIX E

CHARACTER EDUCATION RESOURCES

Appendix E

Character Education Resources

Association for Supervision and Curriculum Development
1250 N. Pitt Street
Alexandria, VA 22314-1403

Baltimore County Public Schools
Towson, MD 21204

Center for the Advancement of Ethics and Character
Boston University School of Education
605 Commonwealth Avenue, Room 356
Boston, MA 02215

Character Education Institute
8918 Tesoro Drive
San Antonio, TX 78217

Character Education Partnership
See ASCD above

Child Development Project
Development Studies Center
2000 Embarcadero, Suite 305
Oakland, CA 94606

Committee for Children
172 20th Avenue
Seattle, WA 98122

Community of Caring, Inc.
1350 New York Ave., NW
Suite 500
Washington, DC 20005

Ethics Resource Center
1120G Street, Suite 200
Washington, DC 20005

Heartwood Institute
12300 Perry Highway
Wexford, PA 15090

The Hyde Foundation
616 High Street
Bath, ME 045 30-9988

Institute for Global Ethics
Box 563
Camden, ME 04843

Jefferson Center for Character Education
2700 East Foothill, Suite 202
Pasadena, CA 91107

Josephson Institute of Ethics
4640 Admiralty Way, Suite 1001
Marina del Rey, CA 90292

Mega Skills Education Center
The Home School Institute
1500 Massachusetts Avenue NW
Washington, DC 20005

Multicultural Values Education
Weatherless Elementary School
Fourth Floor
Burns and C Streets SE
Washington, D.C 20019

The PREP Project
Network for Educational Development
13157 Olive Spur Road
St. Louis, MO 63141

Quest International
537 Jones Road
Granville, OH 43023

Teaching Tolerance
P.O. Box 548
Montgomery, AL 36177-9621

APPENDIX F

SPECIAL PROGRAMS/EVENTS

Appendix F

Special Programs/Events

EVENT: **Family Poetry Night**

Description: Parents and students gathered for an evening of poetry combined with music, drama, and rhythm led by a local poet and Canadian educator. Children were joined by their parents and together celebrated the possibilities and richness of poetry. The presenters helped the audience participate in the lyrical flavor of poetry, and found "stories" at work and in school to be set to poetry.

Implementation: The librarian arranged for the booking of the program. The Parents' Association sponsored the event in the school fieldhouse. Together children and parents experienced an innovative program of poetry set to music and rhythm, including mime, chanting, and singing with the visiting poet and teacher. This was a family opportunity to listen, participate and experience the motivation of poetry. Parents experienced firsthand a unique approach to teaching poetry as a medium for reading and writing. This was a glimpse of classroom efforts. Moreover, it was be a time for parents to witness their own children in the learning process and see how they responded in a group setting. It was a time to support the school program, to demonstrate how they as parents value learning, and to have a common ground for communication.

EVENT: **Family Stories Read Aloud Day**

Description: Family stories have long been a means to transmit a family's traditions and values. They are often a way to keep the principles of a special person alive. Inviting families to share their stories is a way to encourage parents to participate in the library program and to help emphasize important values/ principles . This all day event was a means to highlight the special part parents play in children's attitudes and behaviors through stories read and told.

Implementation: Each grade was invited to come to the library during the day when the various parents were sharing their family stories. A schedule was arranged in advance and posted to follow throughout the day. Parents recorded, told, read, and even act out their special family stories. Ample time following the stories was provided to enable the children to ask questions and interact with the presenters.

EVENT: **Keats and Friends Day**

Description: The works of Ezra Jack Keats provide an important means for the younger students to appreciate diversity, friends, witness caring themes, and to enjoy the pleasures of learning new skills. Keats and Friends Day is a way to share the activities of the prekindergarten and kindergarten associated with Keats' works with the school family.

Implementation: Keats and Friends Day took place in the library, in an open house format for other classes to visit and see:

- display of Keats books and meet" Peter", the lifelike doll from many of the books
- Peter's chair, a project completed with the help of the PK teacher and a group of eight graders
- photographic display of children's activities coordinated the books: painting, Mr. Big Face bags, the kitchen table project
- other efforts such as dictated stories, poems, pictures,
- the DREAMS BAG project

This special day amplified the literature connection to the highlighted values.

EVENT: **Sleeping Beauty, An Urban Retelling**

Description: This is a retelling of the classic story of Sleeping Beauty to amplify the importance of intergenerational respect and nurturing. The program is a cultural arts performance by a group of professional puppeteers. The urban setting is set in a modern city with a cast of Hispanics and Filipinos.

Implementation: The librarian made arrangements to book the special program, and posted it on the school's master calendar. Preliminary lesson plans were made available for teachers prior to the performance. Prior to the performance children had an opportunity to hear the retelling of the classic version during library classes. This special event promoted literature and the values emphasized during the practicum implementation.

EVENT: **International Day**

Description: Students have studied a variety of cultures and countries during the school year. International Day was a way to showcase the learnings and provide a forum for sharing to culminate efforts. The spirit of International Day was one of cooperation, understanding, and interdependence, because success will be determined by the efforts and enthusiasm of everyone in the school.

Implementation: International Day was set for a Friday during the last month of the school year. The event took place in the building and outside (weather permitting). The librarian coordinated class efforts, events, visitors, and other behind-the-scenes matters. Individual classes prepared events, crafts, games, music, songs, dances, to display and share with other classes. Classes had opportunities to share their displays, give demonstrations, and to walk about to take in other class efforts. This special day was to promote interdisciplinary skills across the curriculum, and to celebrate diversity and encourage understanding in a global world.

APPENDIX G

PRACTICUM ELEMENTS

Appendix G

Practicum Elements

Monthly Themes: Literature

Skill: I am	Listening	Visual Aids:
	Polite	Posters
	Prepared	Sentence Strips
	Friendly	Quotes
	Confident	Pictures
	Responsible	"Freedom's Code"
	Healthy	

All School Efforts:	Home Connection:
Five Special Programs/Events	Family Stories
Family Poetry Night	Family Poetry Night
Keats and Friends Day	
Family Stories Read Aloud Day	
Sleeping Beauty Retelling	
International Day	

Materials and elements adapted from : Character Education Institute, Child Development Project, Heartwood Program, and Jefferson Center for Character Education

APPENDIX H

PRACTICUM OVERVIEW BY GRADE

Appendix H

Practicum Overview by Grade

Monthly Themes: Am I listening. . . polite. . . prepared. . . friendly. . . confident. . . responsible. . . healthy

Literature: All levels: Magic Minutes and Clever Folk

Prekindergarten and Kindergarten: Ezra Jack Keats

Grade One and Grade Two: Virginia Young Readers selections, Ann Cameron's Julian Stories and Arnold Lobel's Frog and Toad series

Grade Three: Laura Ingall Wilder's Little House series and The Big Book for Peace edited by Ann Durrell and Marilyn Sachs

Grade Four and Grade Five: The Holocaust- a study from the rescuers perspective, Materials:

- A Place to Hide by Jayne Pettit (partner reading)
- Anne Frank Beyond the Diary by Ruud vander Rol and Rian Verhoeven
- Anne Frank Remembered by Miep Gies
- Stories collected from Corrie Ten Boom
- I Never Saw Another Butterfly, collection of poems from Terezin Concentration Camp
- Lesson Plans from the Holocaust Memorial Museum, Beyond the Wall of Remembrance
- Zlata Filipovic's diary- Sarajevo under seige, present day Anne Frank

APPENDIX I

LIBRARY BIBLIOGRAPHY

Appendix I

Library Bibliography

A sampling of books in the library to promote respect, responsibility, courtesy, and caring:

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Cazat, D. (1990). Never spit on your shoes. New York: Orchard Books.

Cherry, L. (1990). The great kapok tree. San Diego: Harcourt Brace.

Chorao, K. (1988). Cathedral mouse. New York: E.P. Dutton.

Coerr, E. (1986). The josefina story quilt. New York: Harper and Row.

Cowen-Fletcher, J. (1994). It takes a village. New York: Scholastic.

dePaola, T. (1980). Now one foot, now the other. New York: G.P. Putnam.

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Edwards, J. (1971). Mandy. New York: Harper and Row.

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Fox, M. (1985). Wilfrid, gordon mcdonald partridge. Brooklyn: Kane Miller.

Freeman, D. (1968). Corduroy. New York: Scholastic.

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Minarik, E. H. Little bear series. New York: Harper.

Naylor, P.R. (1991). Shiloh . New York: Bantam Doubleday Dell.

Paterson. K. (1978). The great gilly hopkins. New York: Thomas Y. Crowell.

Peterson, J. W. (1977). I have a sister, my sister is deaf. New York: Harper.

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Steig, W. (1986). Brave irene. New York: Farrar.

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Wiesel, E. (1960). Night. New York: Bantam.

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Young, K.R. (1986). Excuse me but it's my turn. Nashville: Ideals.

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APPENDIX J

SELF-ESTEEM EFFORTS

Appendix J

Self-Esteem Efforts

The following efforts were shared in library classes and individually as needed. The list was also placed in the teachers' packets as suggestions for handling incidents in the classroom.

1. Relaxing technique before you start a test, when facing a problem, or stepping back from an uncomfortable situation: Look down into your lap. Quietly breathe in the air through your nostrils slowly. Continue to look into your lap, and exhale, allowing the stream of air to come quietly out of your mouth. Repeat as needed.

2. Remember to listen. It is as important as talking.

3. Broken Record technique: When someone is teasing or doing something you do not like, this may help. You have two options. One you may walk away from the situation. If that is not possible say: " I don't like being teased and I want you to stop". Repeat as needed. The teaser will soon get tired of hearing the "broken record" (McDaniel & Bielen, 1990, p.300).

4. Fogging technique: When someone picks on you, makes fun of your clothes, hair, you name it, there is a way to handle it besides becoming defensive or starting a fight. One way to handle the situation is give the response: You could be right. This does not mean you are agreeing with the comment that was made. The point is not to engage in war over someone else's opinion. Fogging can be used in the following ways:

   A. If what the person picking on you says is true, "You're late for class", you can respond: "You're right" or "That's true".
   B. If what the person picking on you says is not true you can respond, "You could be right" or "You might be right". If the person says "You're stupid", you would not answer, "You are right", but you could say "That's possible".

Fogging is like a fog bank. When a rock is thrown in a fog bank, it isn't thrown back. The rock doesn't hurt the fog either (McDaniel & Bielen, 1990, p.307).

APPENDIX K

MEDIATION TECHNIQUES

Appendix K

Mediation Techniques

Students will come to know that conflict is a natural human event. The challenge is to discover and use creative ways to approach conflict.

1. Use listening exercises: Students are in a circle. As a ball is passed around the circle, each will can say what he/she does or how he/she feels when angry. Compare and discuss when everyone has finished.
2. Use the STAR program: Stop, Think, Act , Review (Jefferson Center)
3. Follow the communication rules:
    - State your feelings clearly.
    - Allow others to finish their sentences, do not interrupt.
    - Listen to what is being said, instead of your response.
    - Look people in the eyes.
    - Ask questions to make sure you understand the other person's views.
    - Reiterate the other person's views to be sure you have it right.
    - Do not put other people down. (Meek, 1992, p. 49)